

Special Issue

Diverse Learners, Diverse Texts: Fostering Inclusivity and Engagement in Literacy Education

Message from the Guest Editor

This Special Issue welcomes articles that highlight the challenges and resistance taken by teachers and administrators, but most especially students themselves to restrictive literacy education and practices. Applying the question by Scieurba (2022), “How do texts help them (re)imagine their own lives?” (p. 26), authors are encouraged to address how concerns of inclusivity and engagement in literacy education might serve and amplify youth resistance and educational transformation. Sample foci articles might address include:

- How can diverse texts more powerfully serve diverse students globally?
- How do teachers and administrators support young people’s agentic capacities through use of diverse texts?
- How do students themselves use and apply diverse texts to understand, imagine, and construct inclusivity and engagement in educational settings and their broader socio-political worlds?

Guest Editor

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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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